Student:	Date of Birth:	SAIS Number:	
			FORM 2-CH
			COMPREHENSIVE HEALTH

STANDARDS STATUS REPORT FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using designated color for review date. Items in parenthesis are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks noted in the comment section. Teachers should feel free to add any comments to clarify student skills, e.g., how student performs task by drawing, printing, using computer, Braille, or printed word.

STANDARD 1: COMPREHENSIVE HEALTH

Students comprehend concepts related to health promotion and disease prevention.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 1: COMPREHENSIVE HEALTH	Comments	Em	erge	nt	Suj	ppor	ted	Fur	ction	al	Ind	epen	dent
FUNCTIONAL (Ages 3-21)			See AST Score 1-3			AST			AST re 7-			See AST Score 11	
1CH-FS1. Use safe and healthy eating and drinking													
habits.													
PO 1. Communicate need for food and drink (e.g., say more, sign more, open mouth, gaze at picture, relax stomach muscles to accept food through non-oral means).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 2. Discriminate between foods vs. nonfood items	3.	P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 3. Indicate preference for foods.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11

10/01/03

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STANDARD 1: COMPREHENSIVE HEALTH	Comments	Em	erge	nt	Su	ppor	ted	Fun	ction	al	Ind	epen	dent
FUNCTIONAL (Ages 3-21) 1CH-FS1 continued		See	AS	Γ	See	AS	Γ	See	AST		See	AST	
		Sco	re 1	-3	Sco	re 4	-6	Sco	re 7-1	10	Sco	re 1	1
PO 4. Remove solid/textured food from spoon when		P	В	R	P	В	R	P	В	R	P	В	R
being fed (e.g., coordinate manipulation of		1	1	1	4	4	4	7	7	7	11	11	11
food, breathing, and swallowing).		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 5. Eat finger foods.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4	4	4	7	7	7	11	11	11
		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 6. Select bite size pieces (e.g., chew food		P	В	R	P	В	R	P	В	R	P	В	R
sufficiently before swallowing).		1	1	1	4	4	4	7	7	7	11	11	11
,		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 7. Use eating utensils and napkin appropriately.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4	4	4	7	7	7	11	11	11
		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			

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STANDAI	RD 1: COMPREHENSIVE HEALTH	Comments	Em	erge	nt	Sup	por	ted	Fun	ction	al	Ind	epen	dent
FUNCTIO	ONAL (Ages 3-21) 1CH-FS1 continued		See	AS	Γ	See	AST	Γ	See	AST		See	AST	
			Sco	re 1	-3	Sco	re 4	-6	Sco	re 7 -1	10	Sco	re 11	Ĺ
	Drink from a variety of containers (e.g., cup,		P	В	R	P	В	R	P	В	R	P	В	R
g	glass, straw, sports bottle, can, or water		1	1	1	4	4	4	7	7	7	11	11	11
fe	ountain).		2	2	2	5	5	5	8	8	8			
			3	3	3	6	6	6	9	9	9			
									10	10	10			
PO 9. S	Serve self at table (e.g., at home or cafeteria,		P	В	R	P	В	R	P	В	R	P	В	R
С	carry tray without spilling, open lunch		1	1	1	4	4	4	7	7	7	11	11	11
b	pag/box).		2	2	2	5	5	5	8	8	8			
			3	3	3	6	6	6	9	9	9			
									10	10	10			
PO 10.	Consume food and drink from a known source		P	В	R	P	В	R	P	В	R	P	В	R
a	and/or that has been prepared/refrigerated		1	1	1	4	4	4	7	7	7	11	11	11
p	properly (e.g., drink from own glass, not		2	2	2	5	5	5	8	8	8			
o	others).		3	3	3	6	6	6	9	9	9			
									10	10	10			

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STANDARD 1: COMPREHENSIVE HEALTH	Comments	Em	erge	nt	Suj	por	ted	Fur	nction	al	Ind	epen	dent
FUNCTIONAL (Ages 3-21)			AST			AS7			AST re 7-			AST re 11	
1CH-FS2. Follow routines for personal health													
behaviors.													
PO 1. Communicate need to use toilet or be changed		P	В	R	P	В	R	P	В	R	P	В	R
(e.g., use movement, vocalization, or crying to		1	1	1	4	4	4	7	7	7	11	11	11
express discomfort, ask location of toilet in new	,	2	2	2	5	5	5	8	8	8			
situations).		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Assist in meeting toilet needs and routines (e.g.,		P	В	R	P	В	R	P	В	R	P	В	R
assist in transfer to changing table or toilet,		1	1	1	4	4	4	7	7	7	11	11	11
adjust clothing).		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 3. Participate in maintaining cleanliness (e.g.,		P	В	R	P	В	R	P	В	R	P	В	R
allow washing of hands/face, bathing, washing		1	1	1	4	4	4	7	7	7	11	11	11
hair, shaving, oral hygiene, nasal hygiene, and		2	2	2	5	5	5	8	8	8			
menstrual hygiene).		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 4. Assess and maintain appropriate personal		P	В	R	P	В	R	P	В	R	P	В	R
appearance (e.g., hair grooming, nail care, use of	f	1	1	1	4	4	4	7	7	7	11	11	11
deodorant).		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			

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STANDARD 1: COMPREHENSIVE HEALTH	Comments	Em	erge	ent	Suj	por	ted	Fun	ction	al	Ind	epen	dent
FUNCTIONAL (Ages 3-21) 1CH-FS2 continued		See	AS	Γ	See	AST	Γ	See	AST		See	AST	ı
		Sco	re 1	-3	Sco	re 4	6	Sco	re 7-1	10	Sco	re 11	
PO 5. Maintain and care for prosthetic devices (e.g.,		P	В	R	P	В	R	P	В	R	P	В	R
dentures, glasses, hearing aids, and braces).		1	1	1	4	4	4	7	7	7	11	11	11
		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 6. Follow established routines (e.g., take		P	В	R	P	В	R	P	В	R	P	В	R
medication, eat at scheduled times, drink fluids		1	1	1	4	4	4	7	7	7	11	11	11
and rest).		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 7. Select and purchase personal hygiene items		P	В	R	P	В	R	P	В	R	P	В	R
(e.g., grooming items, deodorant, feminine		1	1	1	4	4	4	7	7	7	11	11	11
hygiene products).		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			

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STANDARD 1: COMPREHENSIVE HEALTH	Comments	Em	erge	nt	Suj	ppor	ted	Fun	ction	al	Ind	epen	dent
FUNCTIONAL (Ages 3-21)		See	See AST Score 1-3			AST			AST re 7-1		See AST Score 11		
1CH-FS3. Select and wear appropriate clothing.													
PO 1. Locate own clothing and accessories (e.g., prosthetic devices, watch, and jewelry).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 2. Dress or assist in dressing for school or work		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 3. Select clean clothing and change underclother regularly (e.g., discriminate between clean and dirty clothes).	es	P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 4. Select and wear clothes appropriate to activity/occasion/weather conditions.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 5. Select and purchase clothes appropriate for age/size/occasion.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11

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STANDARD 1: COMPREHENSIVE HEALTH	Comments	En	nergent Supported			Functional			Independe		dent			
READINESS (Kindergarten)			See AST Score 1-3			See AST Score 4-6			See AST Score 7-10			See AST Score 11		
1CH-R1. Identify personal well-being health behaviors .														
PO 1. Name healthy behaviors that relate to: A) Personal hygiene (toothbrush, flossing, hand washing, and grooming). B) Nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day). C) Physical activity (participating in some form of physical activity every day).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11	
PO 2. Demonstrate healthy behaviors that relate to: A) Personal hygiene (tooth brushing, flossing, hand washing, and grooming). B) Nutrition (eating a variety of foods trying new foods, eating at least five fruits and vegetables per day). C) Physical activity (participating in some form of physical activity every day).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11	

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STANDARD 1: COMPREHENSIVE HEALTH	Comments	Em	erge	ent	Suj	ppor	ted	Fun	ction	al	Inde	epen	dent
READINSS (Kindergarten)		See	See AST			AS	Γ	See	AST		See	AST	
_		Sco	Score 1-3		Score 4-6			Sco	re 7 -1	10	Sco		
1CH-R2. Identify basic emotions (e.g., love, fear,													
anger) that affect physical health.													
PO 1. Recognize different feelings (emotions) (e.g., mad,		P	В	R	P	В	R	P	В	R	P	В	R
sad, happy, frustration, fear, and pride).		1	1	1	4 5	4	4	7	7	7	11	11	11
		2	2	2 3		5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Describe "through pictures" a variety of emotions		P	В	R	P	В	R	P	B	R	P	В	R
experienced daily.		1	1	1	4	4	4	7	7	7	11	11	11
		3	2 3	2 3	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
1CH-R3. Identify basic anatomy (e.g., legs, arms,													
hands, feet).													
PO 1. Name body parts by teacher illustration.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1 2	4 5	4	4	7	7	7	11	11	11
		2	2	2		5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Locate at least five out of seven body parts		P	В	R	P	В	R	P	В	R	P	В	R
illustrated.		1	1	1	4 5	4	4	7	7	7	11	11	11
		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			

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STANDARD 1: COMPREHENSIVE HEALTH	Comments	Em	erge	nt	Sup	por	ted	Fur	ction	al	Independent			
READINESS (Kindergarten)		See	AST	Γ		AST		See	AST			AST		
		Sco	re 1	-3	Sco	re 4	-6	Sco	re 7-1	10	Score 11			
1CH-R4. Describe how the family influences personal														
health.														
PO 1. Describe healthy family activities (e.g.,		P	В	R	P	В	R	P	В	R	P	В	R	
preparing meals, doctor visits).		1	1	1	4	4	4	7	7	7	11	11	11	
		$\begin{vmatrix} 2 \\ 3 \end{vmatrix}$	2 3	2 3	5	5	5	8	8	8				
		3	3	3	6	6	6	9	9	9				
								10	10	10				
PO 2. Describe how families share time together.		P	В	R	P	В	R	P	В	R	P	В	R	
		1	1	1	4	4	4	7	7	7	11	11	11	
		$\begin{vmatrix} 2 \\ 3 \end{vmatrix}$	2 3	2 3	5	5	5	8	8	8				
		3	3	3	6	6	6	9	9	9				
								10	10	10				
1CH-R5. Identify elements of the environment (air,														
water, ground, and pollutants) that affect personal														
health.														
PO 1. Identify different types of pollution.		P	В	R	P	В	R	P	В	R	P	В	R	
		1	1	1	4	4	4	7	7	7	11	11	11	
		2	2 3	2 3	5	5	5	8	8	8				
		3	3	3	6	6	6	9	9	9				
								10	10	10				
PO 2. Describe something in the air, water, and ground		P	В	R	P	В	R	P	В	R	P	В	R	
that affect personal health.		1	1	1	4	4	4	7	7	7	11	11	11	
		2	2	2	5	5	5	8	8	8				
		3	3	3	6	6	6	9	9	9				
								10	10	10				

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STANDARD 1: COMPREHENSIVE HEALTH	Comments	Em	erge	nt	Sup	por	ted	Fun	ction	al	Ind	epen	dent
READINESS (Kindergarten)		See	See AST					See	AST		See	AST	ı
		Sco	re 1	-3	Score 4-6			Sco	re 7-1	10	Score 11		
1CH-R6. Recognize basic symptoms of, and													
prevention strategies for common illnesses and													
diseases.													
PO 1. List signs and symptoms of common illnesses.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4	4	4	7	7	7	11	11	11
		2 3	2 3	2	5	4 5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Name common communicable diseases.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4	4	4	7	7	7	11	11	11
		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
1CH-R7. Understanding the body needs nutrients for													
energy, growth, and body maintenance.													
PO 1. Describe why the body needs food.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4	4 5	4	7	7	7	11	11	11
		2	2 3	2 3	5		5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Identify healthy snack choices.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4	4	4	7	7	7	11	11	11
		2	2 3	2 3	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			

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STANDARD 1: COMPREHENSIVE HEALTH	Comments	En	nerg	ent	Sui	ppor	ted	Fun	ction	nal	Independent			
READINESS (Kindergarten)			See AST			AS		See	AST		_	AST		
` '		Sco	Score 1-3		Score 4-6			Score 7-10			Score 11			
1CH-R8. Identify safe and healthy eating habits.														
PO 1. Select foods that contribute to good health.		P	В	R	P	В	R	P	В	R	P	В	R	
		1	1	1	4	4	4	7	7	7	11	11	11	
		2	2	2	5	5	5	8	8	8				
		3	3	3	6	6	6	9	9	9				
								10	10	10				
PO 2. State the importance of breakfast.		P	В	R	P	В	R	P	В	R	P	В	R	
		1	1	1	4	4	4	7	7	7	11	11	11	
		2	2	2	5	5	5	8	8	8				
		3	3	3	6	6	6	9	9	9				
								10	10	10				
PO 3. List safe eating habits.		P	В	R	P	В	R	P	В	R	P	В	R	
		1	1	1	4	4	4	7	7	7	11	11	11	
		2	2	2	5	5	5	8	8	8				
		3	3	3	6	6	6	9	9	9				
								10	10	10				

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STANDARD 2: COMPREHENSIVE HEALTH

Students demonstrate the ability to access accurate health information.

STANDARD 2: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent			
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11			
2CH-FS1. Access health and emergency resources.								
PO 1. Communicate name and address, phone number, and who to contact in emergency situations (e.g., laminated card, bracelet).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 8 9 9 9 10 10 10	P B R 11 11 11			
PO 2. Seek help for self or others when sick or injured (identify health concerns, e.g., point to where pain is; indicate I am diabetic, I have allergies; contact 911).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 8 9 9 9 10 10 10	P B R 11 11 11			
PO 3. Use basic first aid procedures (e.g., wash minor cuts and cover with a Band-Aid, apply pressure to stop bleeding, apply cool water to a burn).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11			
PO 4. Schedule and keep medical appointments (e.g., take and show medical insurance card upon request, wait appropriately until called).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 8 9 9 9 10 10 10	P B R 11 11 11			

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STANDARD 2: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST	See AST	See AST	See AST
		Score 1-3	Score 4-6	Score 7-10	Score 11
2CH-R1. Identify resources and health helpers from					
home and school that provide health and emergency					
information.					
PO 1. Name those who are health helpers.		P B R	P B R	P B R	P B R
•		1 1 1	4 4 4	7 7 7	11 11 11
			5 5 5	8 8 8	
		$\begin{bmatrix} 2 & 2 & 2 \\ 3 & 3 & 3 \end{bmatrix}$	6 6 6	9 9 9	
				10 10 10	
PO 2. Identify emergency medical service (e.g., dial		P B R	P B R	P B R	P B R
911).		1 1 1	4 4 4	7 7 7	11 11 11
		$\begin{array}{c cccc} 1 & 1 & 1 \\ 2 & 2 & 2 \end{array}$	5 5 5	8 8 8	
		$\begin{bmatrix} 2 & 2 & 2 \\ 3 & 3 & 3 \end{bmatrix}$	6 6 6	9 9 9	
				10 10 10	
PO 3. Illustrate access to emergency medical service.		P B R	P B R	P B R	P B R
		1 1 1		7 7 7	11 11 11
		2 2 2	4 4 4 5 5 5	8 8 8	
		3 3 3	6 6 6	9 9 9	
				10 10 10	
2CH-R2. Demonstrate the ability to locate home and					
school health helpers.					
PO 1. State your name, physical address, and phone		P B R	P B R	P B R	P B R
number.		1 1 1	4 4 4	7 7 7	11 11 11
		$\begin{bmatrix} 2 & 2 & 2 \\ 3 & 3 & 3 \end{bmatrix}$	5 5 5	8 8 8	
		$\begin{bmatrix} 2 & 2 & 2 \\ 3 & 3 & 3 \end{bmatrix}$	6 6 6	9 9 9	
				10 10 10	
PO 2. Describe resources (health helpers) available at		P B R	P B R	P B R	P B R
home and school.		1 1 1		7 7 7	11 11 11
		2 2 2	4 4 4 5 5 5	8 8 8	
		$\begin{bmatrix} 2 & 2 & 2 \\ 3 & 3 & 3 \end{bmatrix}$	6 6 6	9 9 9	
				10 10 10	

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STANDARD 3: COMPREHENSIVE HEALTH

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risk.

STAND	OARD 3: COMPREHENSIVE HEALTH	Comments	Em	erge	nt	Suj	ppor	ted	Fun	ction	al	Ind	epen	dent
FUNCT	TIONAL (Ages 3-21)		See	AS	Γ	See	AS	Γ	See	AST		See	AST	1
			Sco	re 1	-3	Sco	re 4	-6	Sco	re 7-1	10	Sco	re 11	
3CH-FS	S1. Use strategies to ensure personal safety.													
PO 1.	Travel in pairs or small groups in a variety of		P	В	R	P	В	R	P	В	R	P	В	R
	settings with adult supervision.		1	1	1	4	4	4	7	7	7	11	11	11
			2	2	2	5	5	5	8	8	8			
			3	3	3	6	6	6	9	9	9			
									10	10	10			
PO 2.	Travel independently (e.g., travel about school		P	В	R	P	В	R	P	В	R	P	В	R
	grounds, cross streets with and without traffic		1	1	1	4	4	4	7	7	7	11	11	11
	signals, use public transportation, and dial-a-		2	2	2	5	5	5	8	8	8			
	ride).		3	3	3	6	6	6	9	9	9			
									10	10	10			
PO 3.	Identify safe and unsafe situations (e.g., refuse		P	В	R	P	В	R	P	В	R	P	В	R
	to get into unfamiliar car, identify appropriate		1	1	1	4	4	4	7	7	7	11	11	11
	person(s) to ask for assistance if lost or in		2	2	2	5	5	5	8	8	8			
	danger, identify inappropriate advances/touches,		3	3	3	6	6	6	9	9	9			
	identify appropriate and inappropriate								10	10	10			
	information to share when answering the phone).													

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STANDARD 3: COMPREHENSIVE HEALTH	Comments	Em	erge	nt	Sup	por	ted	Fun	ction	al	Ind	epen	dent
FUNCTIONAL (Ages 3-21) 3CH-FS1 continued		See	AST	Γ		AST		See	AST		See	AST	
		Sco	re 1-	3	Score 4-6			Sco	re 7-1	10	Score 11		
PO 4. Identify common dangers in the environment (e.g., water safety, car safety, latch safety,		P 1	B 1	R 1	P 4	B 4	R 4	P 7	B 7	R 7	P 11	B 11	R 11
household dangers such as electricity, poison, hot stove, and hot water).		$\begin{bmatrix} 2 \\ 3 \end{bmatrix}$	2 3	2 3	5 6	5 6	5 6	8 9 10	8 9 10	8 9 10			
PO 5. Use small appliances and utensils safely (e.g., use care in using fans, matches, sharp and		P 1	B 1	R 1	P 4	B 4	R 4	P 7	B 7	R 7	P 11	B 11	R 11
breakable objects).		$\begin{vmatrix} 2 \\ 3 \end{vmatrix}$	2 3	2 3	5 6	5 6	5 6	8 9	8 9	8 9			
								10	10	10			
PO 6. Respond to environmental cues for safety (e.g., smoke, flames, fire alarm, exit signs, out of		P 1	В 1	R 1	P 4	B 4	R 4	P 7	B 7	R 7	P 11	B 11	R 11
order signs, yellow tape lines, crosswalk signs).		$\begin{vmatrix} 2 \\ 3 \end{vmatrix}$	2 3	2 3	5 6	5 6	5 6	8 9	8 9	8 9			
								10	10	10			
PO 7. Use household tools/equipment safely and appropriately to perform a variety of tasks (e.g., cleaning solutions).		P 1 2	B 1 2	R 1 2	P 4 5	B 4 5	R 4 5	P 7 8	B 7 8	R 7 8	P 11	B 11	R 11
		3	3	3	6	6	6	9 10	9 10	9 10			

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STANDARD 3: COMPREHENSIVE HEALTH	Comments	Em	erge	nt	Sup	por	ted	Fur	ction	al	Inde	pen	dent
READINESS (Kindergarten)		See	AST		See	AST		See	AST		See A	AST	ı
		Sco	re 1	3	Sco	re 4	6	Sco	re 7-1	10	Scor	e 11	
3CH-R1. Identify basic personal health needs and													
the roles exercise, nutrition, hygiene, and													
relationships play in maintaining them.													
PO 1. Discuss the value of good health habits		P	В	R	P	В	R	P	В	R	P	В	R
(adequate sleep, exercise, nutrition).		1	1	1	4	4	4	7	7	7	11	11	11
		2	2 3	2 3	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Demonstrate universal precautions through		P	В	R	P	В	R	P	В	R	P	В	R
examples (e.g., not touching blood, bodily		1	1	1	4	4	4	7	7	7	11	11	11
fluids, hand washing).		2	2	2	4 5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
3CH-R2. Identify behaviors that are safe and those													
that are harmful.													
PO 1. List safe behaviors and harmful behaviors.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4	4	4	7	7	7	11	11	11
		$\begin{vmatrix} 2 \\ 3 \end{vmatrix}$	2 3	2 3	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Name safe rules of walking, riding in a car and		P	В	R	P	В	R	P	В	R	P	В	R
on a bike.		1	1	1	4	4	4	7	7	7	11	11	11
		2	2	1 2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			

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STANDARD 3: COMPREHENSIVE HEALTH	Comments	Em	erge	ent	Su	ppor	ted	Fur	ction	al	Ind	epen	dent
READINESS (Kindergarten)			AS			AS		See	AST			AST	
		Sco	re 1	-3	Sco	re 4	-6	Sco	re 7-1	10	Sco	re 11	
3CH-R3. Identify types of injuries and their causes.													
PO 1. List injuries and causes.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4	4	4	7	7	7	11	11	11
		2	2 3	2 3	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Draw a picture of someone injured and show the		P	В	R	P	В	R	P	В	R	P	В	R
cause of the injury.		1	1	1	4	4	4	7	7	7	11	11	11
		3	2 3	2 3	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
3CH-R4. Identify stressful situations, feelings, and													
physical responses.													
PO 1. Recognize stressful situations.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4	4	4	7	7	7	11	11	11
		2	2 3	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Recognize feelings and physical responses to		P	В	R	P	В	R	P	В	R	P	В	R
stress.		1	1	1	4	4	4	7	7	7	11	11	11
		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			

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STANDARD 4: COMPREHENSIVE HEALTH

Students analyze the influence of culture, media, technology and other factors on health.

READINESS (Kindergarten)
Students know and are able to do the following:

STANDARD 4: COMPREHENSIVE HEALTH	Comments	Er	nerg	ent	Suj	ppor	ted	Fun	ction	al	Ind	epen	dent
READINESS (Kindergarten)		Se	e AS	T	See	AST	Γ	See	AST		See	AST	
		Sc	ore 1	-3	Sco	re 4	6	Sco	re 7-1	10	Sco	re 11	
4CH-R1. Identify the different foods of various													
cultures.													
PO 1. List different foods from various cultures.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4	4 5 6	4 5	7	7	7	11	11	11
		$\begin{vmatrix} 2 \\ 3 \end{vmatrix}$	1 2 3	2 3	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Use foods from various cultures to make a meal		P	В	R	P	В	R	P	В	R	P	В	R
(using the food guide pyramid).		1	1	1	4	4 5	4	7	7	7	11	11	11
		$\begin{vmatrix} 2 \\ 3 \end{vmatrix}$	1 2 3	2 3	5	5	4 5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
4CH-R2. Identify media influences on health													
behaviors.													
PO 1. List at least two healthy behaviors that are		P	В	R	P	В	R	P	В	R	P	В	R
influenced by the media.		1	1	1	4	4	4	7	7	7	11	11	11
		$\begin{vmatrix} 2 \\ 3 \end{vmatrix}$	2 3	2 3	5	4 5	4 5	8	8	8			ļ
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. List how media influence healthy behaviors.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4	4	4	7	7	7	11	11	11
		2	1 2 3		5	5 6	5	8	8	8			
		$\begin{vmatrix} 2 \\ 3 \end{vmatrix}$	3	2 3	6	6	6	9	9	9			
								10	10	10			ļ

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STANDARD 5: COMPREHENSIVE HEALTH

Students demonstrate the ability to use interpersonal skills to enhance health.

STAN	DARD 5: COMPREHENSIVE HEALTH	Comments	Er	nerg	ent	Sup	por	ted	Fur	ection	ıal	Ind	epen	dent
FUNC	TIONAL (Ages 3-21)			e AS' ore 1			AS7			AST re 7-			AST re 11	
5CH-I	FS1. Follow rules of home, school, work, and													
comm	unity.													
PO 1.	Discriminate between acceptable and not		P	В	R	P	В	R	P	В	R	P	В	R
	acceptable behavior at various activities (e.g.,		1	1	1	4	4	4	7	7	7	11	11	11
	school assemblies, sports events, dances, and		2	2	2	5	5	5	8	8	8			
	use of playground equipment).		3	3	3	6	6	6	9	9	9			
									10	10	10			
PO 2.	Demonstrate acceptable behavior in the		P	В	R	P	В	R	P	В	R	P	В	R
	classroom, workplace, or community (e.g.,		1	1	1	4	4	4	7	7	7	11	11	11
	courteous behavior, waiting in line at the		2	2	2	5	5	5	8	8	8			
	grocery store).		3	3	3	6	6	6	9	9	9			
									10	10	10			
PO 3.	Use communication skills in social context (e.g.,		P	В	R	P	В	R	P	В	R	P	В	R
	show break card rather than throw materials;		1	1	1	4	4	4	7	7	7	11	11	11
	don't interrupt others; greet people		2	2	2	5	5	5	8	8	8			
	appropriately; use phrases like please, thank		3	3	3	6	6	6	9	9	9			
	you, excuse me, I'm sorry; raise hand at			_			_		10	10	10			
	appropriate times; use telephone politely; and													
	display appropriate table manners).													
PO 4.	Recognize and label feelings in self or others		P	В	R	P	В	R	P	В	R	P	В	R
	(e.g., point to pictures, use augmentative		1	1	1	4	4	4	7	7	7	11	11	11
	communication device, verbally identify		$\frac{1}{2}$	2	2	5	5	5	8	8	8			
	feelings).		3	2 3	2 3	6	6	6	9	9	9			
	<i>C</i> ,			-	-		•	·	10	10	10			

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STANDARD 5: COMPREHENSIVE HEALTH	Comments		Emergent			Supported			ction		Independent				
READINESS (Kindergarten)		Se	e AS	Γ	See AST			See	AST	ı	See	AST	ı		
- '		Sc	ore 1	-3	Score 4-6			Sco	re 7-1	10	Sco	re 11			
5CH-R1. Identify verbal and nonverbal															
communications.															
PO 1. Differentiate between nonverbal and verbal		P	В	R	P	В	R	P	В	R	P	В	R		
communication.		1	1	1		4 5	4	7	7	7	11	11	11		
		2	2	2 3	4 5 6	5	5	8	8	8					
		3	2 3	3	6	6	6	9	9	9					
								10	10	10					
5CH-R2. Understand characteristics of responsible															
individuals, friends, and family.															
PO 1. List what makes a person responsible.		P	В	R	P	В	R	P	В	R	P	В	R		
		1	1	1		4	4	7	7	7	11	11	11		
		2	2	2	4 5	5	5	8	8	8					
		3	2 3	2 3	6	6	6	9	9	9					
								10	10	10					
PO 2. Practice responsible healthy behavior.		P	В	R	P	В	R	P	В	R	P	В	R		
,		1	1		4	4	4	7	7	7	11		11		
		$\frac{1}{2}$	2	1 2 3	4 5	5	5	8	8	8					
		$\frac{1}{3}$	2 3	3	6	6	6	9	9	9					
						Ů	v	10	10	10					
5CH-R3. Identify a need, want, and feeling.								10	10	10					
PO 1. Identify a need, want, and feeling.		P	В	R	P	В	R	P	В	R	P	В	R		
		1	1				4	7	7	7	11		11		
		2	2	1 2	4 5	4 5	5	8	8	8	11	11	11		
		$\begin{vmatrix} 2 \\ 3 \end{vmatrix}$	2 3	3	6	6	6	9	9	9					
			3	3	U	U	U	10	10	10					
5CH-R4. Identify how to communicate care,								10	10	10					
consideration, and respect of self and others.															
PO 1. Demonstrate (show) how to communicate care,		P	В	R	P	В	R	P	В	R	P	В	R		
consideration, and respect of self and others.		1	1			4	4	7	7	7	11		11		
consideration, and respect of sen and others.		2	2	2	4 5	5	5	8	8	8	11	11	11		
		$\begin{bmatrix} 2 \\ 3 \end{bmatrix}$	2 3	1 2 3	6	6	6	9	9	9					
		3	3	3	O	0	0								
								10	10	10					

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STANDARD 5: COMPREHENSIVE HEALTH	Comments		Emergent		Supported			Fu	uncti	onal	Ind	epen	dent
READINESS (Kindergarten)		See	See AST			AST		See	AST		See	AST	ı
		Sco	re 1	-3	Score 4-6			Sco	re 7-1	10	Score 11		
5CH-R5. Identify characteristics of attentive													
listening skills that build and maintain healthy													
relationships.													
PO 1. List characteristics of attentive listening skills.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4 5	4 5	4	7	7	7	11	11	11
		2	2 3	1 2 3	5		5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Illustrate behavior that demonstrates active		P	В	R	P	В	R	P	В	R	P	В	R
listening.		1	1	1	4 5	4 5	4	7	7	7	11	11	11
		2	1 2 3	1 2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
5CH-R6. Identify refusal skills that enhance health.													
PO 1. List refusal skills.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4	4 5	4	7	7	7	11	11	11
		2	1 2 3	1 2 3	4 5 6		5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
PO 2. Recognize when to use refusal skills (when to		P	В	R	P	В	R	P	В	R	P	В	R
say "no").		1	1	1 2	4 5	4 5	4	7	7	7	11	11	11
		2	2	2	5		5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			

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STANDARD 5: COMPREHENSIVE HEALTH	Comments	En	Emergent		Supported			Fun	ction	nal	Ind	epen	dent
READINESS (Kindergarten)			See AST		See AST			See	AST		See	AST	1
_		Sco	re 1	-3	Score 4-6			Score 7-10			Score 11		
5CH-R7. Identify behaviors in conflict situations.													
PO 1. Name behaviors seen in conflicts.		P	В	R	P	В	R	P	В	R	P	В	R
		1	1	1	4	4	4	7	7	7	11	11	11
		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
5CH-R8. Differentiate between negative and positive													
behaviors used in conflict situations.													
PO 1. Identify negative and positive behaviors in		P	В	R	P	В	R	P	В	R	P	В	R
conflict situations.		1	1	1	4	4	4	7	7	7	11	11	11
		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			
5CH-R9. Demonstrate nonviolent strategies to													
resolve conflict.													
PO 1. Demonstrate nonviolent strategies to resolve		P	В	R	P	В	R	P	В	R	P	В	R
conflict.		1	1	1	4	4	4	7	7	7	11	11	11
		2	2	2	5	5	5	8	8	8			
		3	3	3	6	6	6	9	9	9			
								10	10	10			

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STANDARD 6: COMPREHENSIVE HEALTH

Students demonstrate the ability to use goal-setting and decision-making skills to enhance health.

STANDARD 6: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST	See AST	See AST	See AST
		Score 1-3	Score 4-6	Score 7-10	Score 11
6CH-FS1. Achieve and maintain appropriate body					
weight.					
PO 1. Identify/categorize foods into basic food		P B R	P B R	P B R	P B R
groups.		1 1 1	4 4 4	7 7 7	11 11 11
		$\begin{array}{cccccccccccccccccccccccccccccccccccc$	5 5 5	8 8 8	
		3 3 3	6 6 6	9 9 9	
				10 10 10	
PO 2. Select healthy foods.		P B R	P B R	P B R	P B R
		1 1 1	4 4 4	7 7 7	11 11 11
		$\begin{array}{cccccccccccccccccccccccccccccccccccc$	5 5 5	8 8 8	
		3 3 3	6 6 6	9 9 9	
				10 10 10	
PO 3. Develop menus of balanced meals using the		P B R	P B R	P B R	P B R
basic food groups.		1 1 1	4 4 4	7 7 7	11 11 11
		2 2 2	5 5 5	8 8 8	
		3 3 3	6 6 6	9 9 9	
DO 4 Hannatian and al		D D D	D D D	10 10 10	D D D
PO 4. Use portion control.		P B R	P B R	P B R	P B R
		1 1 1	4 4 4	7 7 7	11 11 11
		$\begin{array}{cccccccccccccccccccccccccccccccccccc$	5 5 5	8 8 8	
		3 3 3	6 6 6	9 9 9	
DO 5 Eventina na culturales		D D D	D D D	10 10 10	D D D
PO 5. Exercise regularly.		PBR	P B R	P B R	P B R
		1 1 1	4 4 4	7 7 7	11 11 11
		$\begin{bmatrix} 2 & 2 & 2 \\ 2 & 2 & 3 \end{bmatrix}$	5 5 5	8 8 8	
		3 3 3	6 6 6	9 9 9	
				10 10 10	

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STANDARD 6: COMPREHENSIVE HEALTH	Comments	Em	Emergent			ppor	ted	Fur	ction	al	Ind	epen	dent
FUNCTIONAL (Ages 3-21)			See AST Score 1-3		See AST Score 4-6				AST re 7-1	10		AST re 11	
6CH-FS2. Purchase food items, prepare simple recipes, use correct utensils appropriately, and													
handle food properly.													
PO 1. Plan menu and shopping list using grocery ads (e.g., consistent with culture).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5	B 4 5 6	R 4 5 6	P 7 8 9	B 7 8 9	R 7 8	P 11	B 11	R 11
		3	3	3	6	0	0	10	9 10	9 10			
PO 2. Shop for groceries within a given budget.		P 1	В 1	R 1	P 4	B 4	R 4	P 7	B 7	R 7	P 11	В 11	R 11
		3	2 3	2 3	5 6	5 6	5 6	8 9 10	8 9 10	8 9 10			
PO 3. Prepare simple foods using written or picture directions (e.g., use microwave properly).		P 1 2	B 1 2	R 1 2	P 4 5	B 4 5	R 4 5	P 7 8	B 7 8	R 7 8	P 11	B 11	R 11
		3	2 3	3	6	6	6	9 10	9 10	9 10			
PO 4. Handle food properly (e.g., put away perishable and/or nonperishable goods in appropriate storage areas, store food leftovers).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9	B 7 8 9	R 7 8 9	P 11	B 11	R 11
								10	10	10			
PO 5. Use kitchen appliances and utensils appropriately.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11

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STANDARD 6: COMPREHENSIVE HEALTH	Comments	Em	Emergent		Supported			Fun	ction	al	Independent			
FUNCTIONAL (Ages 3-21)		See	AST	Γ	See AST			See	AST	ı	See AST			
		Sco	re 1	3	Sco	re 4	-6	Sco	re 7-1	10	Score 11			
6CH-FS3. Maintain a safe/clean/healthy living														
environment.														
PO 1. Recognize need and initiate daily/weekly		P	В	R	P	В	R	P	В	R	P	В	R	
cleaning activities (e.g., full sink of dishes		1	1	1	4	4	4	7	7	7	11	11	11	
means it's time to wash, dry, and put away		2	2	2	5	5	5	8	8	8				
dishes, utensils, and pots; take out		3	3	3	6	6	6	9	9	9				
garbage/empty wastebaskets; wash, dry, and put								10	10	10				
away laundry).														
PO 2. Use equipment and household cleaning products		P	В	R	P	В	R	P	В	R	P	В	R	
appropriately to clean surfaces, appliances, and		1	1	1	4	4	4	7	7	7	11	11	11	
fixtures (e.g., wipe table counters; sweep/mop		2	2	2	5	5	5	8	8	8				
floors; vacuum carpets; clean tub, shower, toilet;		3	3	3	6	6	6	9	9	9				
clean yard).								10	10	10				
PO 3. Maintain safe and clean environments (e.g.,		P	В	R	P	В	R	P	В	R	P	В	R	
change light bulbs, lock doors, turn off water to		1	1	1	4	4	4	7	7	7	11	11	11	
stop overflow, put items away).		2	2	2	5	5	5	8	8	8				
		3	3	3	6	6	6	9	9	9				
								10	10	10				

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STANDARD 6: COMPREHENSIVE HEALTH	Comments	Emergent	Emergent			Supported			al	Independen			
READINESS (Kindergarten)		See AST				See AST				See AST			
_		Score 1-3		Score 4-6			Sco	re 7-	10	Score 11			
6CH-R1. Identify the decision-making process.													
PO 1. List steps in the decision-making process.		P B I	R	P	В	R	P	В	R	P	В	R	
		1 1 1	1	4	4	4	7	7	7	11	11	11	
		2 2	2	5	5	5	8	8	8				
		3 3	3	6	6	6	9	9	9				
							10	10	10				
6CH-R2. Set a personal health goal and record													
progress toward achievement.													
PO 1. List your personal health goals.		P B I	R	P	В	R	P	В	R	P	В	R	
		1 1 1	1	4	4	4	7	7	7	11	11	11	
		2 2	2	5	5	5	8	8	8				
		3 3	3	6	6	6	9	9	9				
							10	10	10				
PO 2. Record progress toward achievement.		P B I	R	P	В	R	P	В	R	P	В	R	
		1 1 1	1	4	4	4	7	7	7	11	11	11	
			2	5	5	5	8	8	8				
		3 3	3	6	6	6	9	9	9				
							10	10	10				

Ctudent: Date of Dirth:	SAIS Number:
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STANDARD 7: COMPREHENSIVE HEALTH

Students demonstrate the ability to advocate for personal, family, and community health.

STANDARD 7: COMPREHENSIVE HEALTH	Comments	E	Emergent			ppor	ted	Fun	ction	al	Independent			
FUNCTIONAL (Ages 3-21)		Se	See AST		See AST			See	AST		See AST			
		S	Score 1-3			re 4	-6	Sco	re 7-1	10	Score 11			
7CH-FS1. Advocate for self.														
PO 1. Express needs and preferences (e.g., making		P	В	R	P	В	R	P	В	R	P	В	R	
choices such as need for adaptive materials or		1	1	1	4	4	4	7	7	7	11	11	11	
medications during class and community		2	2	2	5	5	5	8	8	8				
activities through gestures, signs, pictures, or		3	3	3	6	6	6	9	9	9				
verbal communication).								10	10	10				
PO 2. Present information related to their disability		P	В	R	P	В	R	P	В	R	P	В	R	
(e.g., suggestions for accommodations).		1	1	1	4	4	4	7	7	7	11	11	11	
		2	2	2	5	5	5	8	8	8				
		3	3	3	6	6	6	9	9	9				
								10	10	10				
PO 3. Access advocacy and support groups for		P	В	R	P	В	R	P	В	R	P	В	R	
assistance (e.g., voice objections to barriers,		1	1	1	4	4	4	7	7	7	11	11	11	
know where to ask for help to make decisions		2	2	2	5	5	5	8	8	8				
about living situations and education).		3	3	3	6	6	6	9	9	9				
								10	10	10				

	Student:	Date of Birth:	SAIS Number:
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STANDARD 7: COMPREHENSIVE HEALTH	Comments	Em	Emergent		Supported			Functional			Ind	dent		
READINESS (Kindergarten)			See AST Score 1-3			See AST Score 4-6			See AST Score 7-10			See AST Score 11		
7CH-R1. Identify accurate health information.		P	B	R	P	B	R	P	B	R	P	В	R	
7011-KI. Identify accurate health information.		1	1	1	4	4	4	7	7	7	11	11		
			1						-	-	11	11	11	
		2	2	2	5	5	5	8	8	8				
		3	3	3	6	6	6	9	9	9				
								10	10	10				
PO 1. Describe accurate health information (hygiene,		P	В	R	P	В	R	P	В	R	P	В	R	
safety, environmental, disease prevention,		1	1	1	4	4	4	7	7	7	11	11	11	
nutrition, self-care, conflict resolution).		2	2	2	5	5	5	8	8	8				
		3	3	3	6	6	6	9	9	9				
							-	10	10	10				
7CH-R2. Identify positive health choices.								1	10	10				
PO 1. List positive health choices.		P	В	R	P	В	R	P	В	R	P	В	R	
		1	1	1	4	4	4	7	7	7	11	11	11	
		2	2	2	5	5	5	8	8	8				
		$\frac{1}{3}$	3	3	6	6	6	9	9	9				
			J	3	0	U	J	10	10	10				